

PREREQUISITE OF DUAL TRACK
AND DUAL TRACK UNIT

1. Language Training

a. LANGUAGE AUDITORY DRILL - Listening to recorded language material of various levels of difficulty, with repetition during intervals of silence.

b. COMBINED AUDITORY-READING DRILL - The student simultaneously reads and listens to the reading of a given passage:

- (1) in the same language as that being heard from the tape.
- (2) in English (or known language) heard from the tape while the eyes follow the foreign language.

c. AUDITORY-RECORDING DRILL - The student listens to words or phrases in the foreign language, and utters them immediately after audition. These student utterances are recorded. On completion of the drill, he rewinds the tape and is able to compare his performance with the model utterances.

d. CONVERSATION DRILL - The student hears a question recorded on the tape and formulates the answer during the interval of silence. He rewinds, plays back, and checks the conversation thus recorded.

e. BILINGUAL AUDITION - A foreign language not known by the auditor is heard in a continuous utterance on one of the earphones while a corresponding English, or known language, version is heard on the other earphone. The known language is usually kept at low volume. This type of drill is particularly useful in training for aural comprehension or monitoring.

f. PICTORIAL-AUDIO DRILL - The recorded spoken language is heard with synchronized presentation of the related pictorial data. Additionally, the script or caption may accompany the pictorial material.

g. AUDIO-WRITING DRILL - For students requiring training in the correct handling of the written language, graded dictation exercises may be recorded on the tape, the transcription being checked against a model text provided for the student.

It is clear that the dual track apparatus presents definite advantages in language teaching because of the variety of uses to which it can be put. In language learning, basically, memorization is a primary effort. The basis of memorization is repetition. By repetitive drills providing diversified sensory impressions the unit does not, of course, make language learning easy, but it makes it more effective.

2. Testing and Interrogating

CONFIDENTIAL

a. The instrument can be used advantageously for various types of tests. For example, pictures can be projected on a screen and the student would be required to describe them briefly in a foreign language.

b. Interrogations dealing with a variety of subjects can be recorded on one track and the trainees be made to reply spontaneously, their answers being recorded on the second track. This can cover such topics as area knowledge, recruitment, recognition, etc. The projector can show areas or pictorial material of any description, including industrial equipment, while the tape asks questions relating to the data shown on the screen. The student answers and his words are recorded for evaluation.

c. The interrogation of refugees might be more effectively conducted through recordings, at least in part. The subject's answers and his words are recorded for evaluation.

3. General

There are undoubtedly other uses to which this instrument can be put. One important general use would be the systemization and standardization of instruction. The use of this unit for field or other training would enable us to incorporate the highest teaching and training skill in the preparation of the material to which trainees are exposed. Not only would quality be standard, but uniformity and control would be achieved in instruction in the field.

Finally, the possibility of recording student responses gives us an excellent means of determining the degree of assimilation of the data taught.

~~SECRET~~

CONFIDENTIAL